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ABSTRACT

Changing views about learning and schooling affect teacher preparation programs. The paper examines how Kentucky's standards for new teachers relate to addressing learner diversity, explaining how the Kentucky Education Reform Act is a model for affecting statewide change, particularly regarding methods of assessment and examination of learner diversity. The paper also describes how one teacher education program has been transformed to implement Kentucky's new teacher standards, providing examples of authentic assessment tasks that reflect ways to evaluate preservice teacher growth and progress. The paper discusses how Kentucky's eight new teacher standards specifically address learner diversity and allow for enhanced examination of topics of diversity in all courses. It examines the standards' effects on the structure and content of the teacher education program, emphasizing how they have affected the way that instructors address learner diversity with preservice teachers. The teacher education program's transformation process included several collaborative efforts, including retreats and brown bag lunches for departmental faculty to analyze the standards, identify core course objectives, and develop authentic assessment tasks related to performance criteria for each standard. The program emphasizes collaboration through field experiences in area schools as inservice teachers and college faculty collaborate to assess students. Attachments include Western Kentucky University's secondary education essential course content and information on integrating the standards into secondary courses. (Contains nine references.) (SM)

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New Teacher Standards and Learner Diversity: Ideas for Authentic Assessment

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Paper presented at the 1998 Annual Meeting of the American Association of Colleges for Teacher Education

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Overview

This session addresses "how changing views about learning and schooling affect programs to prepare teachers" (Strand 4). As a leader in educational reform, Kentucky has established specific standards for new teachers. The standards emphasize what first year teachers should know and be able to do in authentic teaching situations and the academic content, teaching behaviors, and instructional processes that are necessary to promote effective student learning. This session will identify how Kentucky's standards for new teachers relate to addressing learner diversity. We will share how a teacher education program has been transformed to implement Kentucky's New Teacher Standards, and provide examples of authentic assessment tasks which reflect ways to evaluate preservice teacher growth and progress.

This session draws from university classroom experiences of two education professors involving the infusion of the Kentucky New Teacher Standards throughout a teacher preparation program and how these eight New Teacher Standards specifically address learner diversity, thus allowing for enhanced examination of topics of diversity in all courses.

This session is framed within related studies in the field of educational reform. Since 1990, the state of Kentucky has actively examined the dilemmas and shortcomings of past practices in K-12 public education and has aimed toward a unified effort of statewide reform in order to provide the potential for stimulating change and renewal. The efforts of the Kentucky Educational Reform Act (KERA) are well-documented by numerous educators (e.g., Atwood, 1996; David, 1994; Evans, 1995; Lindle, 1994; Rothman, 1997; Steffy, 1993; Steffy, 1994; Wilson & Wilson, 1994). As Steffy (1994) explains, "The General Assembly of the state of Kentucky in 1990 passed one of the nation's most comprehensive education reform packages" (p. 330). Steffy adds that this original action came about from the state level goal that "the children of the commonwealth would benefit...*all* the children would benefit. They [the legislators]

were convinced that through the implementation of the provisions of the act, practices that did not enable all children to achieve at high levels would be abolished" (p. 331). In the subsequent years following KERA's inception, numerous aspects of education have been affected, most directly at the K-12 and college of education levels, and with increasing effects on faculty members throughout the university community.

In order to better prepare preservice teachers to meet KERA's goal of educating all students, teacher education programs in the state have undergone reform, also. In this session, the Kentucky New Teacher Standards (Kentucky Council on New Teacher Standards for Preparation and Certification, 1994), which emerged as one strand of the reform act, are examined as to their effects on the structure and content of one teacher education program, particularly in relation to how the standards have affected the ways instructors now address learner diversity with preservice teachers.

The transformation process of the teacher education program included several collaborative efforts. For example, the fifty-four departmental faculty members met frequently during retreats and brown bag lunches to 1) analyze Kentucky's eight new teacher standards and performance criteria for each; 2) identify core objectives for each course of study in the teacher education program; and 3) develop authentic assessment tasks as they relate to the performance criteria for each standard. Moreover, some faculty members team teach to provide more expertise in specific areas to colleagues and preservice teachers. Collaboration is also emphasized through field experiences in area schools as inservice teachers and college faculty work together to assess students. The data sources for this session include state and program level documents, professors' reflections on university classroom teaching, and the results of preservice teachers' needs assessments.

The state and program levels of educational reform discussed in this session will be relevant to those who share similar efforts in altering past practices to better prepare teachers for the challenges of the future in America's classrooms. As David (1994) points

out, "Kentucky's attempt to implement statewide systemic reform offers an unprecedented opportunity for all of us to draw on what is being learned along the way" (p. 712). This session will provide a better understanding of KERA as a model for effecting statewide educational change, specifically the reform act's effects on methods of assessment and examinations of learner diversity.

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Western Kentucky University
Secondary Education
Essential Course Content

Level I
Introductory Concepts
Knowledge/Comprehension

EDU 250
Introduction to Education
KERA
KTIP
New Teachers Standards
philosophy/belief statement
history of education
admission to teacher education
realities of teaching
introduction to theoretical concepts
vocabulary
human growth & development
portfolio development
cultural pluralism
technology

PSY 310
ED Psychology: Development & Learning Applied Education
theories & principles of psychology
as applied to teaching & learning

Level II
Integrated Theoretical Concepts
Application

SEC 351
Teaching Strategies
professional development plan
implementation
assessment
learner diagnosis
KERA
KTIP
New Teacher Standards
teaching models
portfolio development
curriculum development

SEC 352
Planning for Student Diversity
multiple assessment
curricular content
collaboration
multicultural classroom
technology
self-evaluation/reflection
professional development plan
New Teacher Standards
KERA
KTIP

Level III
Integrated Methodological Concepts
Analysis/Synthesis

SEC 453
Management of Instruction
affective/effective instruction
positive classroom environment
high expectations for students
accommodating diversity
questioning techniques
communication/collaboration skills
discipline strategies
managing multiple assessments
use of technology
classroom management
KERA, KTIP
New Teacher Standards

SEC 472-484
Content Specific Concepts
knowledge
skills
technology
techniques
strategies
KERA goals/expectations/content
multicultural/global perspective
assessment
reflection
curriculum development
professional development portfolio

Level IV
Concept Implementation
Synthesis/Evaluation

EDU 489
Student Teaching Seminar
Orientation Modules:
sociogram, learning styles
multiple intelligences,
needs, KTIP, portfolio,
ethics & law

Intervention Seminars:
collaboration, unit
planning, portfolio
review, technology

Refinement Seminars:
self-examination (PDP)

Collaboration, planning,
assessment, strategies,
theory/practice

SEC 490
Student Teaching
lesson application
classroom analysis
holistic synthesis

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Secondary Education 352 (SEC 352)
Planning for Diversity

Target Performance Criteria (*New Teacher Standards)* for SEC 352

Standard I- Designs/Plans Instruction
1. Focuses instruction on one or more of Kentucky's student academic expectations.
5. Proposes learning experiences that are developmentally appropriate for learners. Describes experiences for multiple levels of complexity to accommodate students at different levels of performance.
6. Incorporates strategies that address physical, social, and cultural diversity and shows sensitivity to differences.
9. Includes appropriate assessment strategies and processes.

Standard II- Creates/Maintains Learning Climates
3. Shows consistent sensitivity to individual academic, physical, social, and cultural differences and responds to all students in a caring manner.
4. Shows flexibility and modifies classroom processes and instructional procedures as the situation demands.
6. Motivates, encourages, and supports individual and group inquiry.

Standard III- Implements/ Manages Instruction
2. Links learning with student's prior knowledge, experiences, and family and cultural backgrounds.
4. Uses multiple teaching/learning strategies that are appropriate to student developmental level and actively engages students in individual and cooperative learning experiences.
5. Makes appropriate provisions for learning to address diversity among learners.

Standard IV- Assesses and Communicates Learning Results
1. Uses multiple assessments and sources of data.
2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.
4. Promotes student self-assessment using established criteria and focuses student attention on what needs to be done to move to the next performance level.
5. Systematically collects and analyzes assessment data and maintains up-to-date records of student progress.

Standard V- Reflects/ Evaluates Teaching/Learning
1. Accurately assesses, analyzes, and communicates the effectiveness of instruction and makes appropriate changes to improve student learning.
2. Analyzes and communicates the effects of learning experiences on individuals and on the class as a whole and makes appropriate changes to improve student learning.

Standard VI- Collaborates with Colleagues/ Parents/Others

1. Identifies or recognizes situations when and where collaboration with others will enhance learning for students (e.g., thematic units, individual education plan, and school-based decision making.
2. Articulates the purpose and the scope of the collaborative effort.
3. Demonstrates tolerance to alternative perspectives and options and encourages contributions from school and community resources.
6. Demonstrates sensitivity to differences in abilities, modes of contribution, and social and cultural backgrounds.

Standard VII- Engages in Professional Development

1. Provides evidence of performance levels and articulates strengths and priorities for growth.
2. Articulates a professional development plan to improve his/her own performance and to expand his/her teaching repertoire to facilitate student achievement of the learning goal.

Standard VIII- Knowledge of Content

3. Incorporates a multicultural/global perspective in content presentations.
5. Connects knowledge of the certified academic areas to real life situations.

New Teacher Standards I & VIII

Authentic Assessment

NTS I--The teacher designs/plans instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

NTS VIII--The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

1--Target Performance Criteria--1, 5, 6, and 9 (I); 3, 5 (VIII)

2--Choose a topic in your subject area that relates to one of these themes: communities, relationships, making adjustments and adaptations, self-discovery, preparation for the future.

3--Identify the grade level(s) and describe the students in this class (including aspects of learner diversity).

4--Indicate the time span required to teach the topic. Plans should represent 5-10 days on the block schedule.

5--Indicate the text (and resource materials) you would use with this unit.

6--Provide an outline of topics (primary and secondary) and/or skills to be covered in this unit. Be sure that your outline includes aspects of diversity, particularly in curricular choices and skills development.

7--Include a central organizer and essential questions (4-5) for this unit. Refer to the KERA Transformations explanation of these elements.

8--Explain how you would conduct a needs assessment. Include a questionnaire, interview questions, writing topic, pretest, plan for reviewing student records/academic performance, etc. that would be used as the needs assessment. (See pp. 33-34, text: Methods for Effective Teaching, Paul R. Burden & David M. Byrd, Allyn & Bacon, 1994)

9--Use the linear-rational model of instructional planning (if your content area, i.e.--physical education, art, etc.--uses a modified lesson plan format, check with me first). Refer to Cpts. 2 & 3 of the Burden & Byrd text, which cover topics related to planning. Use the lesson plan format I provide for each day's instruction. Be sure to check the KERA learning goals and expectations for students on the daily lesson plan.

10--Include multiple methods of formative and summative assessment for this unit.

This assignment will be evaluated according to how effectively you addressed each of the above criteria.

al 1:
ng communication and math skills
accessing sources of information
reading
observing
listening
mathematical reasoning
classifying
writing
speaking
visual arts
music
movement
using technology
al 2:
olying content to real-life
ENCE
nature of scientific activity
patterns and predictions
systems and interactions
models and scales
balances in nature
evolutionary change
THEMATICS
number concepts
mathematical procedures
scale and dimensionality
measurement concepts
mathematical change
properties and logic
statistics and probability
CIAL STUDIES
democratic principles
political systems
social systems
cultural diversity
economic systems
geography and human activity
historical perspective
TS AND HUMANITIES
production
analysis of forms
aesthetics and appreciation
cultural influences
cultural diversity
variety among languages
second language
ACTICAL LIVING
family life/parenting
consumerism
physical wellness
mental/emotional wellness
community health systems
psychomotor skills
lifetime physical activities
CATIONAL STUDIES
career path
employability attributes
post-secondary training
al 3:
coming a self-sufficient individual
al 4:
coming a responsible member of a
nily, work group, or community
al 5:
nking and problem solving
critical thinking
creative thinking
conceptualizing
decision-making
problem-solving
al 6:
-necting and integrating knowledge
integrating subject areas
developing new knowledge
expanding knowledge

DAILY LESSON PLAN FORMAT

Day _____

Lesson Topic _____

PREINSTRUCTIONAL PLANNING

Objectives

_____
_____
_____
_____
_____
_____
_____

Materials/special arrangements/individual modifications

_____
_____
_____
_____
_____

DURING INSTRUCTION

Introduction/establishing set

_____
_____
_____
_____
_____
_____
_____

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oal 1:
ing communication and math skills
- accessing sources of information
- reading
- observing
- listening
- mathematical reasoning
- classifying
- writing
- speaking
- visual arts
- music
- movement
- using technology

oal 2:
plying content to real-life

CIENCE
- nature of scientific activity
- patterns and predictions
- systems and interactions
- models and scales
- balances in nature
- evolutionary change

ATHEMATICS
- number concepts
- mathematical procedures
- scale and dimensionality
- measurement concepts
- mathematical change
- properties and logic
- statistics and probability

OCIAL STUDIES
- democratic principles
- political systems
- social systems
- cultural diversity
- economic systems
- geography and human activity
- historical perspective

RTS AND HUMANITIES
- production
- analysis of forms
- aesthetics and appreciation
- cultural influences
- cultural diversity
- variety among languages
- second language

RACTICAL LIVING
- family life/parenting
- consumerism
- physical wellness
- mental/emotional wellness
- community health systems
- psychomotor skills
- lifetime physical activities

/OCATIONAL STUDIES
- career path
- employability attributes
- post-secondary training

Goal 3:
Becoming a self-sufficient individual

Goal 4:
Becoming a responsible member of a family, work group, or community

Goal 5:
Thinking and problem solving
- critical thinking
- creative thinking
- conceptualizing
- decision-making
- problem-solving

al 6:
.necting and integrating knowledge
- integrating subject areas
- developing new knowledge
- expanding knowledge

Sequence (syntax) of learning activities

POSTINSTRUCTIONAL
Evaluation of student learning

Formal:

Informal:

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UNIT PLAN--RUBRIC

NTS I & NTS VIII

Target Criteria--1, 5, 6, and 9 (NTS I); 3, 5 (NTS VIII) must be addressed.

The unit is assessed according to these criteria, taken directly from the handout explaining the requirements. The categories are evaluated according to a scale explained below:

1--Poor 2--Weak 3--Average 4--Good 5-Excellent

I. Introductory Information--This should include the course name and grade level, title of the unit, number of school days to be devoted to its study, textbook, resource materials. 1 2 3 4 5 X 2= ____

II. Class Description--Describe here in narrative (paragraph) form the class you would present this unit to; aim for a class of approximately 25 students. Include the following in the description of the class: the age/grade, number of students, socioeconomic levels, ethnicities, ability level(s), learning styles, and social climate of the classroom. Include also the needs assessment. 1 2 3 4 5 X 2= ____

III. Outline of Skills and Content--Present an outline of the subject matter content of the unit in the sequence that it will be taught. The length will depend on the days in the unit, but include both primary and secondary content/skills topics to be covered. 1 2 3 4 5 X 4=____

IV. Central Organizer and Essential Questions--You should compose a statement/question as a central organizer for the unit. This central organizer will serve as the focus for developing the unit. Next, compose essential questions for the unit. 1 2 3 4 5 X 2=____

V. Daily Lesson Plans--Compose daily lesson plans indicating the KERA learning goals and academic expectations that are targeted. Within these daily plans you should include a variety of instructional methods and learning experiences (i.e.-concept teaching, direct instruction, collaborative learning). 1 2 3 4 5 X 6=____

VI. Culminating Performance and Rubric--Design a culminating performance (there should be student choice) and a related assessment rubric. 1 2 3 4 5 X 4 =____

Total Points=_____

(100 points possible)

New Teacher Standard II

Authentic Assessment

NTS II--The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Target Performance Criteria: 3, 4, 6 (others optional)

Format--You are a student teacher or intern in a high school.

1. Write a classroom management plan for promoting respectful interactions among class members, aware also of motivating students. Refer to Cpt. 7 of the Burden & Byrd text.

OR

2. Prepare a professional summary of your beliefs regarding motivation of students; include your ideas regarding motivational planning and strategies. Refer to Cpt. 10 of the Burden & Byrd text. Prepare this summary as if it were a script for an audio or video presentation you are to give on public radio or television. Prepare an audio or video tape of approximately 5-10 minutes of your professional summary of beliefs on motivation. (You may involve others as appropriate.)

Each product will be evaluated according to your development of the above topics. Additionally, the product will be evaluated in relation to how effectively you address Criteria 3, 4, 6. Think of this assignment as a narrative (written or oral) explaining your beliefs about classroom management and motivation, and the plans and strategies you foresee using in order to create a positive, supportive classroom climate for your students. While you should draw from ideas presented in the text, do not make this merely a summary of what the authors suggest.

WRITTEN PRODUCT--NTS II, RUBRIC

The written product:

* describes in detail a classroom management plan for promoting respectful interactions among class members
* includes references to classroom management suggestions offered by Burden & Byrd or other educational writers/texts
* explains thoroughly your beliefs regarding motivation of students
* includes references to motivation strategies offered by Burden and Byrd or other educational writer/texts
* addresses Target Performance Criteria 3, 4, 6
* is relatively free (5 or less) of mechanical errors in writing and the paper is cohesive

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The written product:

* describes a classroom management plan for promoting respectful interactions among class members but needs further development to effectively express your ideas
* includes too few or too vague references to classroom management suggestions offered by Burden & Byrd or other educational writers/texts
* introduces your beliefs regarding motivation of students but needs further explanation
* includes too few or too vague references to motivation strategies offered by Burden and Byrd or other educational writer/texts
* needs to address Target Performance Criteria 3, 4, 6 more directly
* contains 6-10 mechanical errors in writing and the paper is lacking cohesion and unity

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The written product:

* needs considerable work in the development of a classroom management plan for promoting respectful interactions among class members; specifics and details are lacking
* includes no references to classroom management suggestions offered by Burden & Byrd or other educational writers/texts
* provides a sketchy explanation of your beliefs regarding motivation of students
* includes no references to motivation strategies offered by Burden and Byrd or other educational writer/texts
* needs to address Target Performance Criteria 3, 4, 6; the target criteria have not been addressed
* contains 11 or more mechanical errors in writing and the paper is lacking cohesion and unity

New Teacher Standard III

Authentic Assessment

NTS III--The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Target Performance Criteria: 2, 4, 5

The product for NTS III is a descriptive paper of approximately 2-4 pages. In this paper, describe one of these learning contexts:

1) From your field experience (in this or another course), your own high school experience, or university experience, describe a classroom learning environment in which the teacher addressed the target criteria listed. Another way to approach this is to select a classroom you have observed (or participated in) where the target criteria were not addressed; explain how you would include these criteria in this situation. Briefly describe the classroom and course; then, describe how the criteria were (or could have been) addressed.

OR

2) Select a journal article in which a classroom and instruction are described and in which these target criteria are addressed. If you select this option, use a journal article that describes classroom instruction in-depth (an article written by a practicing teacher would best suit this assignment).

Your descriptive paper will be evaluated according to how effectively you describe the classroom and course and how well you describe how each of the 3 target criteria were (or could have been) addressed.

DESCRIPTIVE PAPER--NTS III, RUBRIC

The descriptive paper:

* describes effectively a classroom environment, either a classroom you observed, participated in, or discovered through a journal article
* explains in detail the approaches used by the teacher to implement and manage instruction
* includes references to Target Performance Criteria 2, 4, 5
* is relatively free (5 or less) of mechanical errors in writing and the paper is cohesive

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The descriptive paper:

* needs further details and development in the description of the classroom environment you observed, participated in, or discovered through a journal article
* presents a description of the approaches used by the teacher to implement and manage instruction but needs additional explanation to enhance the understanding of these approaches
* the references to Target Performance Criteria 2, 4, 5 are vague and/or incomplete
* there are 6-10 mechanical errors in writing and the paper is lacking in unity and cohesion

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The descriptive paper:

* presents only a sketchy description of the classroom environment you observed, participated in, or discovered through a journal article
* needs work in further development of the approaches used by the teacher to implement and manage instruction; the description is weak in detailing and development
* the references to Target Performance Criteria 2, 4, 5 are not included
* there are 11 or more mechanical errors in writing and the paper is lacking in unity and cohesion

Moore

SEC 351
Planning for Diversity
NEW TEACHER Standard IV
(Assesses and Communicates Learning Results)

"The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Target Performance Criteria- 1, 2, 4, 5, others optional

Task:
Respond to the four target criteria by:

1. Listing at least three assessment/evaluation items from your unit lesson plan (NTS #1).
2. **Discussing how you** are making appropriate provisions for assessment processes that address social, cultural, and physical diversity (group assessment; open ended questions based on gender, race, social class, religion, etc.; optional activities)
4. Develop a scoring rubric to promote student self-assessment and focus attention on what needs to be done to move to the next performance level.

PERFORMANCE LEVELS
4= DISTINGUISHED
3= PROFICIENT
2= APPRENTICE
1= NOVICE

5. Discuss how you will use the criteria one items and/or other assessment items throughout your unit rather than just using them all at the end of the unit.

NOTES:

Moore

SEC 352
Planning for Diversity
New Teacher Standard V
(Reflects/Evaluates Teaching/Learning)

"The teacher reflects on and evaluates specific teaching/learning situations and/or programs."

Task 1:
From your unit and lesson plans in NTS #1, please discuss the following:

1. How will you accurately assess, analyze,and communicate the effectiveness of instruction? What changes, if any, will you make to improve student learning?

2. How will you evaluate the effects of student learning on **individuals** and on the **class as a whole** and make appropriate changes to improve student learning?

OR

Task 2:
Create your own Task for NTS V. Be sure to address criteria 1 and 2.

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SEC 352
Planning for Diversity
New Teacher Standard VI
Collaborates with Colleagues/Parents/Others

"The teacher collaborates with colleagues,parents,and other agencies to design, implement, and support learning programs that develop student abilities to use..."

Task:
Your PTO/PTA group has asked for input as to how they can be of assistance in the school. They are willing to solicit help from the broader community. **Prepare a letter to the PTO/PTA president naming specific ways in which you would like to see parents, teachers and others in the community involved with you in teaching your unit from NTS 1.** See scoring guide/rubric below which reflects target criteria in NTS VI.

Scoring Guide/Rubric

4 Letter identifies or recognizes specific situations when and where collaboration with others will enhance learning for students (e.g., thematic units, individual education plan, and school based decision making, field trips,guest speakers, parents and/or relatives as teacher aids, etc.)

Letter articulates the purpose **and** scope of the collaborative effort.

Letter demonstrates tolerance to alternative perspectives and options and encourages contributions from school and community resources.

Letter demonstrates sensitivity to differences in abilities, modes of contribution, and social and cultural backgrounds.

3 Letter identifies or recognizes situations when and where collaboration with others will enhance learning for students. However, the situations are not specific.

Letter articulates the purpose of the collaborative effort, but does not articulate the scope of the collaborative effort **or** vice versa.

Letter demonstrates tolerance to alternative perspectives and options but does not encourage contributions from school and community resources **or** vice versa.

Letter recognizes differences in abilities, modes of contributions, and social & cultural backgrounds, but emphasizes only one aspect of differences.

2 Letter concentrates on parents and community members in superficial ways.

Letter **generally** articulates the purpose and/or scope of the collaborative effort.

Letter **vaguely** demonstrates tolerance to alternative perspectives & options and/or **vaguely** encourages contributions from school & community resources.

Letter **generally** recognizes diferences.

1 Letter does not concentrate on parental and/or community involvement in any way.

Letter does not articulate the purpose and/or scope of the collaborative effort.

Letter does not demonstrate tolerance.

Letter does not recognize differences.

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SEC 352
Planning for Diversity
NEW TEACHER Standard VII
(Engages in Professional Development)

Target Performance Criteria- 1,2, others optional

Task 1
Among the 75 Kentucky Academic Expectations in general and the core concepts for your specialty area in particular, in which areas (at least three) do you feel best prepared in teaching? In which areas do you feel least prepared? Select a particular topic that is appropriate for your teaching area to **(1)** provide a learning activity that reveal your strengths in your best prepared areas and **(2)**create a professional plan that will assist you in growth in your weakest areas.

Performance Criteria:
The quality of your product will be judged on the extent to which you:
1. Provide evidence of strengths through relevant examples of a learning activity that:
a) integrate your target KY Academic Expectations into your learning activity.
b) are accurate in scope and content
c) encourage student engagement and active learning
2. Identify priorities for growth through a professional development plan that:\
a) is practical and not superficial
b) utilizes a variety of resources
c) includes a system that measures results

OR

Task 2
Based on your experiences with the first six New Teacher Standards:
a) which of the outcomes gave you the most frustrations in addressing?
b) what particular performance criteria did you have most difficulty in addressing?
c) In your opinion, what are some causes for your shortcomings in a and b ?
d) Devise a professional development plan that will assist you in addressing a and b more effectively.

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